



Robert Bateman High School Certificate Program Course Outline

Cooperative Education

COP30L/40L

Course Content: In cooperative education, students will learn job readiness skills in-class and then work each day at a placement in the school or community. General learning expectations for the course include the following: Students will: demonstrate appropriate interpersonal skills in the workplace; acquire those skills necessary to competitively apply for work; acquire those skills that allow him or her to get ready for work/co-op; acquire those skills that allow him or her to go to work/co-op; follow work rules and policies; function as optimally as possible in diverse interpersonal and social situations that depend on effective oral and communications skills.

Specific Learning Expectations: (From A Functional Assessment and Curriculum)

- Responds appropriately to oral directions and instructions given by work supervisors and asks for clarification and further explanation when needed.
- Provides assistance to supervisors and co-workers when appropriate and seeks the assistance of co-workers and supervisors when needed.
- Internalizes and follows work schedules and obeys work rules and regulations.
- Seeks the assistance, when needed, of transportation workers when using public and private transportation.
- Verifies information found on work time cards.
- Works cooperatively with others in group projects and work situations in a supportive and facilitative manner.
- Arrives on time to scheduled appointments/meetings and attends regularly when attendance is required or expected.
- Takes the correct bus or other public transportation to work, using numeral and destination signs on public transportation vehicles.
- Obeys health and safety rules pertinent to his or her job.
- Functions in teams and works well with persons from diverse backgrounds.
- Follows a daily wake-up schedule that makes it possible for him or her to wash, dress, and groom him or herself and be ready for work.
- Locates the number of his or her employer or employer representative in his or her personal telephone directory and calls that person if he or she is unable to report to work or when he or she is going to be late.
- Compromises when necessary and "irons out" problems that occur in interpersonal and social situations.

Assessing and Monitoring Progress of Functional Skills

NE - Not Evident

E - Emerging

WA - With Assistance

I - Independent

All expectations are individualized for the student based on their IEP. Teacher prioritizes the objectives and selects interventions activities that best meet the student's current needs. Reports will be provided at the appropriate intervals to determine if specific goals and objectives need to be repeated or adjusted. The above scale has been developed to address progress on specific goals and objectives undertaken by the student.